

CARCROSS COMMUNITY

PROGRAM OUTLINE FOR 1975-1976

The purpose of this booklet is to let you know what will be happening at Carcross Community from September 1975 to June 1976.

Much of what we say is deliberately imprecise.

One of the founding concepts of Carcross is that new ideas are not only desirable, but essential. The members of next year's Community must have the chance to develop their own program, to meet challenges, to solve problems - to succeed and to struggle. That challenge and that struggle are essential to learning and growing.

This booklet is written as a supplement to our General Information Booklet, described overleaf. These publications are available for free to anyone, whether potential students or parent members, friends and relatives, educators, or individuals interested in the Carcross Community.

- March 1975

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Special note to student applicants:

From experience we have found that some of you will not read all the way through this booklet. For some there are just too many words, too much information. All this information is important to parents, universities, sponsors, etc.

You could skip the sections on structure, membership, and perhaps philosophy. You will grow to understand all that once you get here.

But if you read nothing else, please at least read the sections on Activities, The Contract, and the final Summary.

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Other available information:

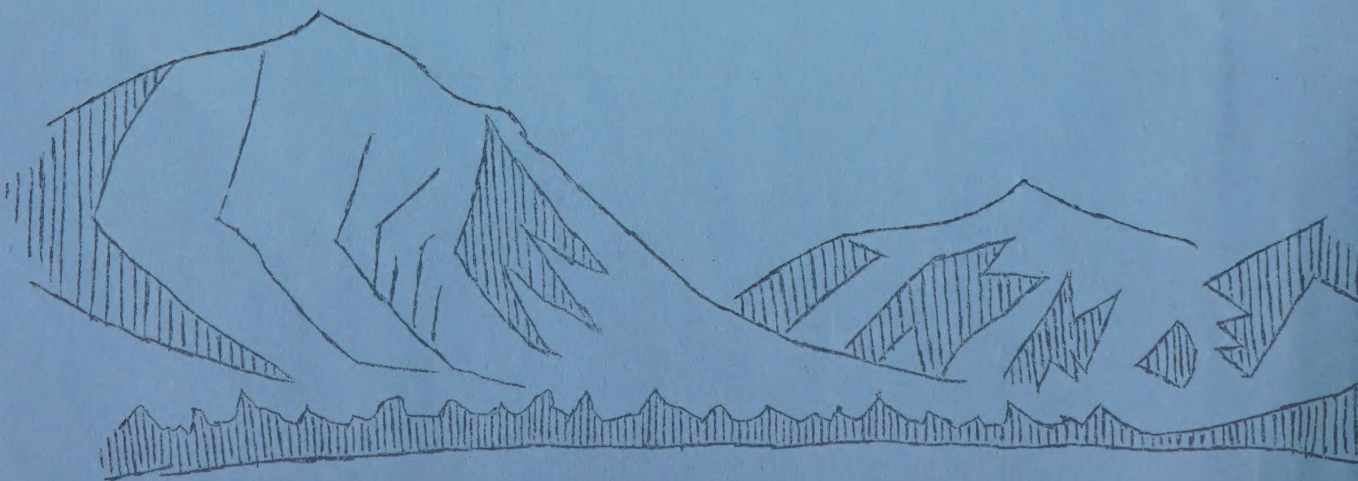
1. "General Information Booklet": Written a year ago, this 14 page booklet with photographs outlines our history, geography, and founding principles.
2. "Course Outline and Student Application": This booklet is for potential students, and others interested in details of academic courses to be offered, fees, and non-negotiable rules. It contains a detailed student application form, which is interesting reading in itself.
3. Newspapers, newsletters, posters: Posters and newspapers we have produced are available. From time to time we also publish an informal newsletter for those who wish to keep in close touch.

Any of the above can be obtained by writing to:

Promotions Committee
Carcross Community
Education Centre
Box 26
Carcross, Yukon Territory
(Canada) Y0B 1B0

Phone via operator: (403) 942-4391

People interested in applying as "parent members" should write to Rt. Rev. John T. Frame, Bishop, Diocese of Yukon, Box 4247, Whitehorse, Yukon Y1A 3T3



SUNNY INTRODUCTION

Excerpts from a letter written by a student member of the Carcross Community, in reply to a letter seeking information...

February 25, 1975

Dear Leslie,

Hi! It was really fine to get your letter. It's great to hear from people who sound keen like you do.

...The Community is now in its second year, operating (partly) as an alternative high school so to speak. I say "partly" because school (or academic learning) is only one part of what happens here. In past P.R., Carcross has been called an alternative educational experience, and that term is really fitting. It seems like you are learning here all the time. Learning to get along with others - to make decisions and solve problems, this is probably the biggest and most important thing you learn. It's hard a lot of the times but it's worth it for sure...

You asked about enrollment. Well there are 60 students, 25 parent members, 2 workers, and 2 babies. The parent members usually stay 2 years... One very important thing about Carcross is that things cannot stagnate, they have to keep moving. That's one reason why P.M.'s can't stay more than about 3 years. Also, because we live under quite intense conditions, three years is enough. It gets so draining at times that one needs to get away to get a rest. This doesn't only apply to parent members either. It's everyone...

It's hard to generalize and say what kids have done after finishing at Carcross. They've all gone their own way and done so many different things. Some have gone back to school, either university, college, or high school. Some are working. One is ranching... one girl is living in a cabin in the village of Carcross...some are travelling...

...One of the most important qualifications for coming as a parent member is the desire to come and to be willing to be committed, to experience, to learn, and to work. I kind of sound like I'm trying to sell you on something, don't I? Well, I guess I am in a way. I really think it's great.

...One thing - if you do decide to come up I doubt that you'll ever regret it. I wouldn't trade this year for anything!...



Love,

Mary Macintosh

(fictitious name, as the real writer is shy)

Rec'd: AUG 10 1977

Order: Free

Price:

Acc. No.: Carcross Community

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A. PHILOSOPHY

Why is there a Carcross Community?

High schools are available to almost every teenager in the Yukon Territory and across Canada.

Carcross Community was not established just to provide more choice in high schools.

Carcross Community provides an alternative LIVING experience that includes academic education.

* * * * *

That statement is broad. In discussing this booklet, we agreed that to define a more specific purpose would limit our and your thinking about the Community. However, by describing some of what that living experience involves, we can make its purpose more easily understood.

Involvement:

Carcross offers young people the opportunity to become involved.

At Carcross everyone learns skills and practises them in real situations. Here one may learn to use a chainsaw by cutting firewood that will keep chickens warm at 60° below zero, or cordwood that is sold to help us remain financially self-sufficient. Students taking the "Foods" course do much of our cooking, and face the difficulties of serving pleasing nutritious meals on time.

Involvement in all aspects of life at Carcross allows for commitment, which is a growing experience rarely available elsewhere. Voluntarily baking on a Sunday, or scrubbing the kitchen from top to bottom after midnight, or working out a conflict with another person instead of walking away - all these are opportunities to become committed, to do things you don't have to do, because the results of your efforts are worth achieving.

Carcross encourages students to take responsibility for many significant matters - running the bakery or the store, building a float for a Whitehorse parade, or changing the direction of a course. Students sometimes teach classes in lower grades, and frequently organize non-credit interest courses. People at Carcross are trusted.

Learning through living together:

Ten months at Carcross is certainly an intense experience. Our thoughts and our emotions may change considerably, as we look at ourselves, each other, and our society.

In many ways, Carcross is a miniature of our society. Even just to operate physically, we must plan, co-operate, organize, discuss, make decisions, compromise, and accept failure.

How should our kitchen function in order to provide food for 90 people? What rules are reasonable? How should they be made? What happens when not everyone respects them? What should you as an individual do if someone doesn't clean up the snack counter, or steals 20 lb. of cheese?

At Carcross everyone is involved in making decisions, and that is a learning process in itself. Everyone takes part in committee meetings and the weekly Community meeting. We learn the frustrations of trying to understand complex questions, the difficulties of expressing your own view or getting others to listen, the tensions created by conflicting points of view, and the joy or relief of reaching agreement. We learn about fairness and manipulation. We often discover how easy it is to talk at length, but how much more difficult it is to take action.

We learn to relate better to others through co-operating to wash dishes, compromising with a roommate, or sharing good moods and understanding bad moods.

We learn much about ourselves. The basic matter of getting enough sleep is not always simple. It may require development of self-discipline, setting of priorities, and a realization that its absence affects class and chore commitments, health, moods, and interpersonal relationships. Having responsibility for one's own actions is often a new experience for Community members; it's not always easy to handle.

Questioning:

After Carcross, a student will probably have 60 more years of life to live. Students are encouraged to come to grips with fundamental questions, and to look at the full range of possible answers. Students are given support in searching for those answers.

Many people in our society drift from one place to another - from high school to university, from daytime job to evening television, from individual to superconsumer. Many people make very few decisions about where they are going in life.

But at Carcross, people are encouraged to find answers to questions such

- What am I capable of? Am I good at cooking for crowds or building furniture or mediating disputes? Will such skills be useful to me? What do I not do well?

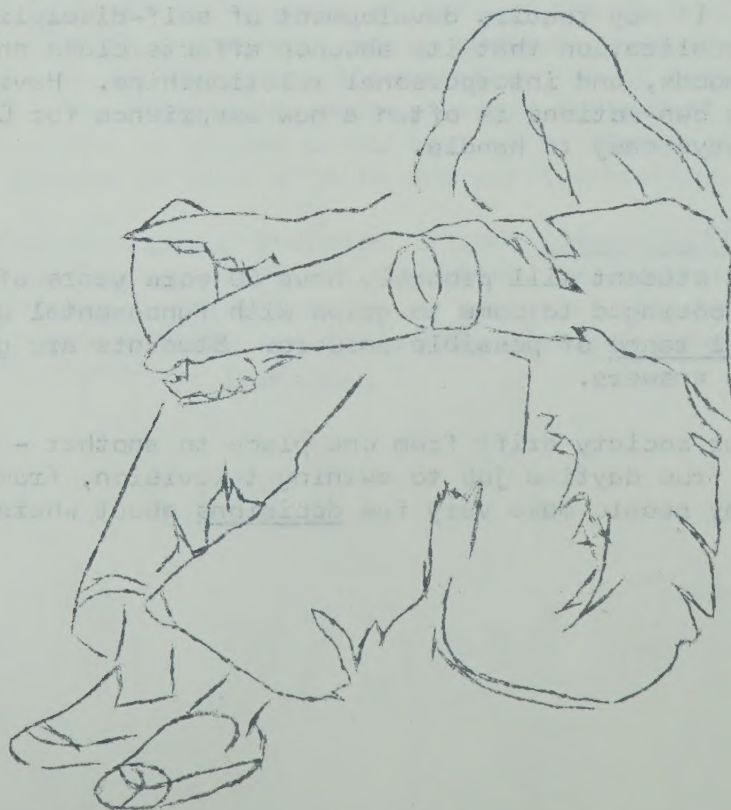
- How do I want to live? With a group? By myself? What material goods do I need to get along? What do I desire?

- What do I owe to other people? What should my contribution to the world be?

- Where should I go in the immediate future? Should I get more formal education? Should I work for somebody or start a new venture? Should I fall in love or become a hermit?

- Where should I aim my life? How do I get there?

Obviously, not everyone who leaves Carcross has found the answers to all these questions. But everyone at Carcross grows, and leaves with some idea of what questions are important, where to find some of the answers, and what some of the answers are.



B. MEMBERSHIP - Who takes part?

The Community next year will consist of about the same numbers of student and parent members as this year.

a) Students:

Student members of the Carcross Community are all of highschool age (14-20), most take academic courses and receive credit for completing them. Students come from a variety of backgrounds.

Carcross is, above all else, a Yukon resource. Right now we have 19 Yukon students (31%), an increase from 13 last year. We hope eventually to have 50% from Yukon.

There are currently a few other northerners (from the Northwest Territories and Alaska.) The rest are from the south, mainly B.C. and Ontario, though other provinces and the continental U.S. are represented.

The mixture of people from northern areas and from southern cities, farms, and small towns is of mutual benefit.

Our founding concept of providing a rehabilitation service for some young people will remain. This means that about 1/8 of our students will be referred by Yukon Departments of Rehabilitation and Welfare.

Grades: In 1975-76, strong preference will be given to those grade 9 applicants who are from Yukon. The grade 9 class will be restricted to 6 people; we have found that this number allows for individual attention and increases the likelihood of academic success for those individuals.

(No one under 14 will be accepted at Carcross, because the Community puts too many demands on a young person and could push him to grow up too quickly.)

A similar emphasis on providing new academic incentive and restricting numbers is possible for grade 10 next year, but at the time of writing no firm decision has been made.

No one grade can be too large, so there will likely be flexible quotas for grades 11 and 12 and "floaters".

Floaters are people who already have high school graduation certificates or who need very few additional credits. As floaters have less time scheduled for classes than others, they have the opportunity to get very involved in other areas of Community life and to carry more responsibilities.

Turnover: It is essential that Carcross have a constant influx of new people and new ideas. Student members of the Community cannot necessarily count on returning year after year.

All students who wish to return will be expected to fill out an application, different from the application for new students. Everyone will be considered as an individual. It may be fine for some individuals to come back for a number

of years. Perhaps others have gained a great deal and should move on to do well in another situation.

Each year there will be a portion of returning students and an influx of new ones. Exactly the same principle applies to parent members.

b) Parent members:

Approximately 50% of parent members each year are new to Carcross, because these people generally commit themselves to the Community for two years. (Some have stayed three, some only one.)

This turnover results from an original concept of the Community that new ideas, new ways, and new perspectives are beneficial. As Carcross demands commitment of almost the total time and energy of the individual parent member, anything more than a few years would be unreasonable.

The group of about 25 parent members consists of men and women, single and married, younger and older. (Married couples occupy our 4 houses, single "PM's" live in the main building.) To date about 2/3 have been single, and most have been in their twenties; however the current age range is 20 to mid-60's.

In addition to academic backgrounds from M.A. to college dropout, their practical experience includes Coast Guardsman, sharpshooter, taxi driver, child care worker, and CUSO volunteer in New Guinea.

"Parent member" is not synonymous with "teacher" or "staff member". All parent members have some specific areas of responsibility, but all are involved in a wide variety of activities.

Most PM's teach some classes. Some teach many hours daily, some a few hours a week, and some teach no academic courses. Parent members do not require formal teaching certificates, though a number have such training.

A parent member co-ordinates each of the Community committees (see section D). Many have other specific tasks - bookkeeping, vehicle repair, boiler supervision and building maintenance, cooking, and so on. (Students are involved in all of these areas, and may take some of them over completely. This year, a student manages all aspects of the bakery; students since January have cooked most of the Community meals.)

Carcross encourages parent members to learn and do a great deal, to learn to fill unfilled jobs and discover their potentials. One who came here to teach history spent several years as chief engineer and maintenance man. Our physics and geology teacher shelves library books, distributes allowances, and knits. A former Toronto English teacher co-ordinates Northern Studies and birdwatching hikes, and has learned to bake bread, flood the skating rink and raise money.

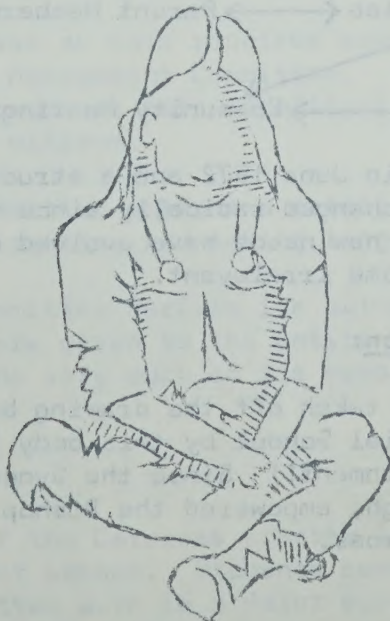
All this versatility may sound scary. But Carcross does not want or need a high degree of specialization. Doing laundry is as important as teaching entomology.

Parent members of the Community are not just a collection of individuals. All parent members are committed to a "Rule of Life" which states principles of service and behaviour. It is based on three concepts:

- Unity: parent members aim to be a unified body, a group that develops loving, supporting relationships and shares a common purpose and a common discipline.
- Consistency: to be effective in working with young people, parent members must be consistent in their relationships; it is harmful to everyone if PM's undermine each other and if students get radically different reactions from individual parent members. But of course there is lots of room for parent member individuality.
- A living relationship with Christ: all parent members must be committed to forming a community based on the Christian ideals of Love and Service. The individual beliefs of parent members may vary in this context from those who accept the Christian philosophy to those who have a strong and personal relationship with Christ. It is expected that all parent members will be open to growing closer and closer to Christ.

Parent members are accepted for Carcross by the Anglican Bishop of Yukon, and are responsible to him as individuals and as a group. Parent members meet together daily "to strengthen our commitment to our Rule of Life."

Parent members (like student members) lead hectic lives with little privacy. They have little financial incentive for working here, though they are not financially insecure. They receive room and board, a \$50 monthly honorarium, and other benefits. They are committed to living a simple lifestyle; however, the environment, the fun, and the rewards of Carcross certainly make them unlikely candidates for martyrdom!



C. STRUCTURE

Any attempt to realize very high goals is impossible without some structure. We have ours.

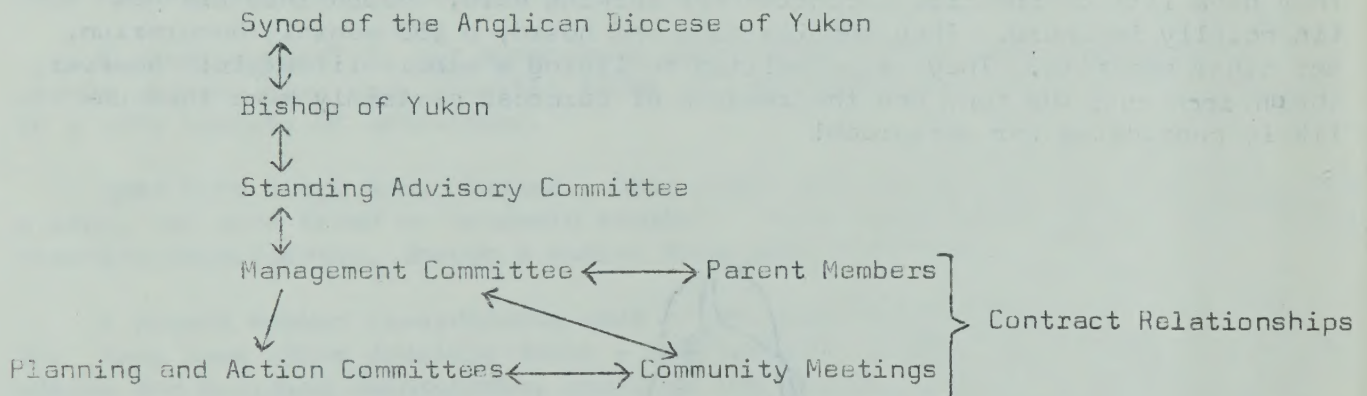
Many structures prevent change and creativity. In order to do something differently from "the way it has always been done", you often have to get the approval of innumerable levels of authority. Often these levels are interested primarily in the maintenance and growth of their own power and in preserving the "status quo".

We believe that the structure of the Carcross Community fosters creativity; perhaps it just creates some order in which growth can happen.

Perhaps the difference here is that our different structural levels aim to use their authority as little as possible, and to give support and constructive help as much as possible.

Carcross cannot work if power is exercised for personal motives; it should only be used when it is essential. So far in our experience, we have succeeded most of the time in being open in our decision-making and in encouraging questioning and change.

Formally, the Carcross Community is structured as follows:



The Community was founded in June 1972 and a structure was developed in the next 7 months; it has not changed radically since that time. However there have been some changes as new needs have evolved or as particular aspects of the structure have become irrelevant.

a) The Synod of the Diocese of Yukon:

The Carcross Community was taken off the drawing board and put into the former Choooutla Indian Residential School by this body (with great assistance from the Yukon Territorial Government!) Since the Synod meets only once every two years, they, naturally enough, empowered the Bishop of Yukon to exercise their responsibilities for Carcross.

b) The Bishop of Yukon:

The Rt. Rev. John T. Frame, 8th Bishop of the diocese, is responsible more than anyone else for the Community's existence. He developed the idea, generated support, pulled people together, and kept the Community moving. He had great trust in the ability of the original parent members to make the program work. Now that it does, more or less, he leaves day-to-day operation of the Community to its members, but continues to provide leadership where needed.

c) The Standing Committee:

At the same time as the Synod entrusted the Bishop to oversee Carcross, they asked him to create a "Standing Committee for the Carcross Community."

This committee meets monthly and acts as the Community's Board of Governors. It consists of about 12 people - members of the clergy, plus men and women from Whitehorse and Carcross, and the Community's Management Committee. The Bishop chairs meetings.

The Standing Committee has proved to be a very supportive group. It spends much of its time struggling with financial matters and relaying to the Community "feedback" from the Yukon public, parents, and so on.

d) The Management Committee:

The highest authority in the Community is the Management Committee. So far in our history it has consisted of three parent members and one student.

This committee has considerable power on paper, but in fact can only operate successfully if it has the support and trust of parent members and the Community as a whole. It is not a group that gives orders, but a group that often struggles with very difficult problems. Trouble-shooting is one of its major functions; it has the unenviable task of dealing with matters such as the breaking of major rules and on occasion telling a Community member to leave.

A program as diverse as ours requires some central co-ordination, and that is another role of the Management Committee. It keeps its eye on everything that's happening; its members help committees and individuals so that divisive problems are kept to a minimum.

The Management Committee acts as a catalyst for the Community in setting financial and other priorities and making long-term plans.

The Management Committee derives its authority primarily from the parent member body. Reports are given to the entire Community. The actual operation of the committee depends very much on its members and the role others want them to play.

e) Committees:

Each major area of the Carcross program is represented by a committee, co-ordinated by a parent member. Students commit themselves to committees as voting members. Committee work is a major opportunity for student and parent member involvement in program planning and policy.

Describing a few committees will clarify their role.

- EDUCATION: A talk group responsible for developing the entire education program at Carcross. It discusses credit and non-credit courses, chores, the contract system, timetabling and the future.
- HOUSEHOLD: Responsible for seeing that daily housework gets done -- quite a job in a house with 90 people. It also looks after furniture and decorating. It has a big task of organizing people.
- OUTREACH: Plans and carries out programs in the village of Carcross and elsewhere in the Territory. Regular activities include games, drop-in, nursery school, reading group, and visits to a juvenile detention centre.
- COMMERCIAL VENTURES: This committee tries to find ways the Community can earn money and organizes people so that the money actually comes in. It requires both creativity and stick-to-it-iveness. It is responsible for our bakery, crafts production, logging, small contracting jobs, and summer work, so that the Community can keep student fees as low as possible and have capital funds available.

Last year there were 10 committees. This year there are 11 officially plus an informal 12th; but several have barely got off the ground. We are currently discussing the possibilities of consolidating a number of committees.

Committees will undoubtedly change as the Community's needs and activities change. Their success depends very much on what students and parent members put into them.

Community Meeting:

This year, the time period set for the weekly meeting of the whole Community is the only inviolable time. Throughout the rest of the week, numerous events and meetings are always taking place simultaneously.

The Community Meeting is a central part of life at Carcross. Everyone is encouraged to attend and participate.

Community Meetings are occasionally very enjoyable, often fairly "heavy" or tense, and sometimes just strange.

A big part of each Community Meeting consists of reports and proposals from each committee. Though we often have formal votes, we are not a political arena where there is a winning side and a losing side, sometimes separated by a small number of votes. We try to discuss matters until there is a consensus, or at least a large majority in favour.

Contentious issues may be sent back to committee for more discussion; anyone interested can come. On most questions, we do usually manage to develop a consensus for a compromise.

Community Meetings are a very important learning opportunity; we learn to express ourselves, to compromise, to listen, to help others express themselves, to recognize and cope with manipulative techniques, and to make decisions that are understood and supported.

) Contract Relationships: (see section E for a sample contract)

This is another extremely important part of living at Carcross, and is probably unique in a learning situation.

The contract relationship is designed to help students live and learn at Carcross. Each student has one parent member who has special responsibility for him or her. The parent member is the Community's official link with that student's parents or guardian.

Formally, student and parent member have one "contract meeting" each month in which formal commitments to chores, dishes and mop squad, committee, and Courses are discussed. The discussion is a chance to identify problems and to give support. The parent member may give the student a push at times.

Informally, contract relationships can develop into good friendships. Two-way relationships often develop; parent members need support and advice too!

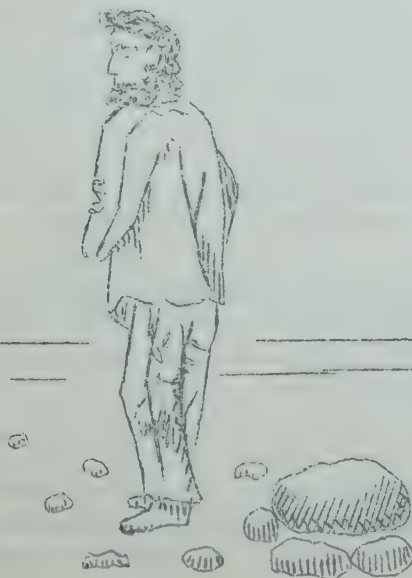
Ideally a student's "contract person" has a pretty fair idea at any time how the student's day has been, or how the student feels about a particular Community issue; or, the parent member at least knows that the student has this sort of relationship with some other parent member.

Through this formal structure, Carcross ensures that the individual student does not get lost in the crowd, that the student has someone to talk to, and someone to help steer him in the right direction.

Everyone needs a bit of loving.

) Conclusion:

We have said a great deal about structure in the Carcross Community. For us, structure must be enabling; it must create the opportunities for a living, growing experience.



D. ACTIVITIES - What happens at Carcross?

We do not know exactly what will happen at Carcross in the 1975-76 year. That is the way it should be.

Carcross Community is not like a supermarket, where everything is neatly laid out; you walk in, take a package off the shelf, line up, put your money down, and walk out knowing precisely what you have in your bag.

People who come to Carcross make the Carcross Community. It is essential that those who arrive in September make their own program, make their education, make their lives. If everything were organized before new people arrived, those people would lose out.

Thus we will tell you what is organized, but also what is not settled, what Community members will have to work on if it is to happen.

a) Major changes:

Carcross Community encourages constant change and growth. A number of new ideas will be tried next year. We have experimented with some of them this year, and seen their potential. What happens with the ideas depends on the people involved.

More significant changes include these two:

- tightening the regular timetable - class cycles will be 5 days next year instead of 6; each day will have one more hour of class time; chores will occupy 1 day out of 5 instead of 1½ days out of 6.
- the regular schedule will operate only four weeks out of five; the fifth week is completely open and will be used as the Community sees fit.

b) Schedule:

The year at Carcross lasts from early September to late June. A week or more in September is used to acquaint new people with the landscape, Community activities, and each other. There is a break at Christmas; many people use this time to go home, but staying at Carcross can be a really fine experience.

Our weekday schedule, Monday to Friday, for four weeks out of **five will be** organized fairly tightly till supertime. However, we usually plan a long lunch break so that people can take advantage of the bright sunshine outdoors.

There is a great amount of time at Carcross that is not devoted to classes - every evening, every weekend, and every fifth week. (In five weeks, there will be classes on only 16 days out of 35.) Most of this time will not be organized far in advance, but most of it will be filled.

Most people at Carcross put in a very full 16 hour day. Naturally there is some homework. There are committee activities, household responsibilities, special events, interest courses, Community Meetings, and recreational activities; and everyone spends time going for a walk with a friend or having tea, discussing

important matters, or being alone with a book in a quiet place or with a chisel in the woodshop.

Using one's time well can be one of the most difficult tasks of living at Carcross. There is usually a lot happening; no individual could possibly participate in everything. On the other hand, the individual must learn how to use the time when "there is nothing happening".

c) The fifth week:

Twice this year we have cancelled classes for a week. The first week in the fall was an interest week, and included a discussion on sexuality, a mukluk-making workshop, and a memorable Remembrance Day program.

The second week is devoted to "Commercial Ventures". Everyone will be deeply involved in producing goods for sale.

The one non-class week out of five next year will include similar Commercial Ventures blitzes. There may also be field trips related to courses such as forestry, drama, Northern Studies, and physical education. We may be able to obtain new commercial contracts by being able to provide a lot of labour for a block of time. And, again, we will likely get involved in interest courses - 3 days of natural history, snowshoe making, or seminars on religion or physical fitness.

Making this week valuable for both the Community and the individual will be a major challenge of 1975-76.

d) Chores:

One day out of five, four weeks out of five, will be a "chore day" for every student. Chore days are an integral part of learning at Carcross and of keeping the Community functioning.

Chores include baking, cooking, woodwork (repairing furniture, repairing a pig pen), maintenance (replacing lightbulbs or overhauling motors), and special projects - everything from logging to typing booklets like this. Crafts work will be regularly scheduled so that we have regular production of useful creations.

Some chores are not generally scheduled as part of chore days. These are the regular jobs that must be shared by all - boiler shifts, "mop squad", and dish teams. Such routine work can be pleasant and interesting if you take a positive attitude. All these tasks let people get to know each other. And they can all be rewarding; getting the building clean can be a source of considerable pride.

Chores give everyone at Carcross - students and parent members - the chance to learn interesting and practical skills that are bound to be used later in life.

Wielding a chainsaw...cutting and preserving 800 lb. of moosemeat...collecting eggs...answering letters...installing plumbing for a darkroom...or scrubbing out toilets...some of it is great fun. Some is hard work. Some is a little boring.

It's all part of living to the fullest, and thus it's part of Carcross!

e) Credit Courses:

Carcross Community, like all schools in the Yukon Territory, offers the curriculum of the British Columbia Department of Education, for grades 9-12. We also offer a very limited Ontario grade 13 program; some students take a few courses by correspondence as well. Correspondence must be limited because of all the distractions here.

Carcross courses and graduation certificates are accepted by provincial Departments of Education and by universities and other post-secondary institutions across Canada. We cannot guarantee that this will always be so, and advise concerned students to get in touch with those institutions to check. Carcross does not have a long history of proving we're good enough academically, though we believe we are.

Carcross offers all required courses for grades 9-12 and lots of options, but not as many as some schools. For instance, the only language courses available this year are English and French.

Most classes at Carcross are small and informal. They could be held outside or in a teacher's bedroom over coffee. Many students here appear to get more involved in certain courses, such as Literature, than they have ever been before. However, some courses have been a big struggle. The success of courses depends very much on what student and teacher put into them.

We offer a number of courses that take advantage of our location and facilities. This year they include Northern Studies, Agriculture, Forestry, and Power Mechanics.

More and more we hope to integrate credit courses into Community activities. Power Mechanics students have the opportunity to repair Community vehicles, chainsaws, pumps, and other motors. Such opportunities abound; we only need to make use of them.

This integration of courses and Community living will be a major challenge of 1975-76 and future years.

We are also aiming to northernize our courses. We have started to rewrite outlines for a few courses (Northern Studies, Community Recreation) so they are relevant to Carcross and Yukon rather than to southern B.C. To be accepted elsewhere, the courses must be good. To be good for Carcross students, they should be relevant to our situation.

Evaluation is very important to Carcross; it is a learning process in itself. At present, classes do thorough evaluations at least three times, of the course, of the teaching, and of themselves. Students do regular individual evaluations with the teacher.

Student members of the Community are expected to attend classes, put effort into them, and keep up with class work. Our academic demands can prove enriching.

f) Non-credit interest courses:

A group of 90 people includes many exceptional talents. Carcross encourages both student members and parent members to share their talents and interests. Interest courses this year included karate, yoga, self-defense for women, Bible study, music appreciation, photography, and calligraphy. We can't even guess what will happen next year; it's all up to those who come.

g) Good times:

Good times are a big part of a person's year at Carcross. They include games of 'Towns' in the nearby desert, sing-songs, wiener roasts, dances, square dances, skiing, skating, hockey, curling, snowshoeing, mountain climbing, and fast, cabaret, snowballs, Polar Games, Sourdough Rendezvous, mincemeat pie, sunshine teardrops, badminton, drama, sunshine, dogs, and boiler shift graffitti. We're not a glorified summer camp, as some critics have charged, but we certainly do have lots of fun at times.

h) Rules:

The Community has three strict rules. The rules themselves are not negotiable; but the entire Community will be involved in discussing what action or consequences should take place if any of these rules are broken

- (1) No alcohol for students under 19; no alcohol within the building for anyone of any age
- (2) No drugs
- (3) No sexual intercourse

These rules exist for several reasons: the obvious necessity of obeying Yukon and Federal laws, the need to respect other people's expectations, and the fact that certain activities can harm the Community as a whole or individual members.

Living with 90 other people demands that we each be aware of the effects of our actions on other Community members and be considerate.

* * * * *

Life at Carcross is extremely active. We hope that after a year here, students know more about what they want out of life and what they can give to life.



E. THE CONTRACT

Following is a student contract used this year. It does not cover all of the activities mentioned in the previous section. It has yet to be evaluated; thus the 1975-76 contract could be different.

CONTRACT BETWEEN MARY MACINTOSH AND THE CARCROSS COMMUNITY

(1) COMMUNITY COMMITMENT (a)

I, Mary, will commit myself to helping the Community in the area of _____ for a period of 5 months.

(2) CHORE COMMITMENT (b)

I, Mary, will complete all the jobs required of me in the area of _____ for a period of three months.

(3) COMMUNITY NECESSITIES COMMITMENT (c)

I, Mary, will do my part in the regular schedule of daily jobs in the Community

(4) COURSE COMMITMENT (d)

I, Mary, will attend regularly and do all the necessary work in the following subjects....

(5) PERSONAL AND/OR LONG-RANGE GOALS (e)

(6) EXPECTATIONS OF THE CONTRACT RELATIONSHIP (f)

This contract will be studied again in one month. I, Mary, will try my best to live up to all the commitments I have made in the contract until they can be changed.

SIGNED: Mary MacIntosh

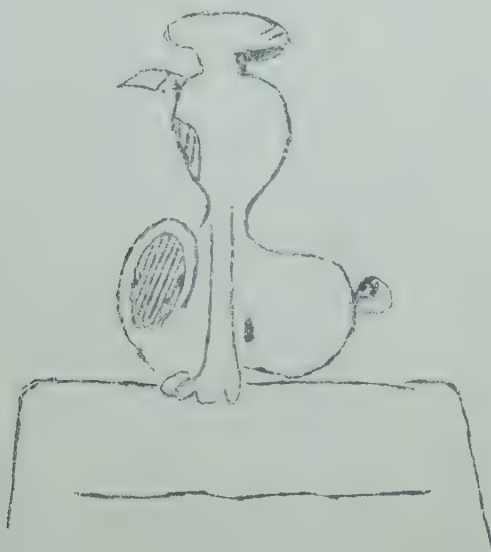
For the Community Joe North (g)

DATE: September 10, 1975

COMMUNITY IS BEING RESPONSIBLE - TOGETHER

Explanation of sections of the contract:

- (a) This commitment is to one of the committees (there are currently 11); they are described on page 12 in section C on Structure. Every student joins a committee for a 5 month period; it is possible to switch committees for the second half of the year. The committee commitment involves a meeting every week or two and organizing and participating in the committee's activities. It also involves learning how to form and pass proposals. Committees report to the weekly Community Meeting.
- (b) Each person shares the workload of Community chores on chore days - 1 day out of 5 next year. (See previous section on Activities, page 15.) Chores get necessary work done, give people practical skills, and bring us closer together.
- (c) The day-to-day housework becomes a big part of Community living. We share the work of dishes, cleaning, and boiler shifts. Working in teams is our usual practice.
- (d) Students at Carcross are required to attend classes and keep up with work. The individual is sometimes assisted in this by peer group pressure! Normally a student takes 7 or 8 courses; we are as flexible as we can be in allowing course changes while keeping the student's future plans in mind.
- (e) This part allows the student to specify some goals and look at them as the year progresses. The goals stated in the student's application to come to Carcross are a good basis for discussion with his or her contract person.
- (f) This section allows the student to specify what he would like from his contract person. A dialogue about the relationship may not always be easy, but can be very valuable to both student and parent member.
- (g) The person signing here is the student's contract person. See section C on Structure, page 13.



F. MONEY

Carcross is expensive. Landcross is cheap. Both statements are true.

The individual student or his family pays nothing directly to go to school, financed by everyone's taxes. Students have to pay a hefty sum of money to come to Carcross. So from that point of view, Carcross is expensive.

But we operate at minimum cost. Our fees, which pay for room, board, and education, 24 hours a day, are not much higher than the per student cost of operating a public high school 7 hours daily. Other private residential schools charge 2 or 3 times as much as we do.

a) The fund :

The Community's fund raising campaign ran from June 1973 until the end of August 1974. It was part of the original plan to force us to be financially self-sufficient by that time and to cease raising money for capital or operating expenses.

The Community was set up in a building that was a shell; it had been used only as a dormitory for 3 years and had to be completely renovated.

We raised \$230,000; the renovations cost \$20,000, about 1/3 what a school would have charged. (Our labour is cheap!) The rest was used to equip a grade high school program with desks, furniture, test-tubes, dictionaries, sawblades, etc.

In our first full year with students (September 1, 1973 to August 31, 1974) we operated in the black. Our revenue actually exceeded expenses by \$3041.

Revenue was \$195,200; expenses were \$104,405.

b) Student fees:

Our fees for 1975-76 are \$1500 per student (not counting \$100 for allowances). This represents an increase of 9.6% over this year's fees.

A number of students have earned the entire cost of their year here. We encourage students to earn at least part of their fees.

Obviously, it is not easy for some people.

Fees do not cover all our expenses. We must continue to earn money from our Commercial Ventures.

1) Bursary program:

Money should not prevent a person's coming to Carcross if he or she can benefit. But as costs increase, fees may keep more and more students away.

The Community is trying to develop a bursary fund, so that students can be given financial assistance. At the moment our appeal for bursary donations is not doing well. Thus, any donations will be welcomed. Donations made through the Diocese of Yukon are tax-deductible.

1) Keeping costs low:

To keep fees low, it is obviously essential to keep costs low. We do this in all areas of our program, as the rest of this booklet points out. We build our own furniture, repair our own vehicles, and do without sophisticated laboratory or gymnasium equipment. We plan food carefully; we have eaten well this year on a food budget of \$1.36 per person per day.

Everyone is encouraged to conserve heat, to turn off unneeded lights, and to re-use scrap. (For example, broken hockey sticks have been used as clothes racks, in building furniture, as part of a spinning wheel, and in repairing paddles.)

Keeping costs down is a major struggle for the Community. It would be nice if everyone turned off lights or treated equipment with respect. But often people don't. Making connections in people's minds between their actions and student fees and the Community's survival is a complex process.

1) Earning money:

We have a thousand ideas for raising money to keep us financially self-sufficient. It is a big task to get people sufficiently motivated and organized to carry out the ideas successfully.

Our past and present "Commercial Ventures" include:

- bakery (we sell about 400 loaves of handmade tasty bread each week)
- crafts (beading, Christmas cards, candles, macramé, and batik are a few)
- woodwork (this year we sold a driftwood rocking chair for \$100)
- small contracts (we do weekly laundry for the local hotel)
- large contracts (each summer we have creosoted thousands of ties for the local railway)
- conferences (our building has been used in the summer)

Our commercial ventures need to be expanded. There are problems in doing so, such as arranging for consistent quality, transportation, and sales, or obtaining contracts.

But there are also lots of challenging opportunities. The whole area of earning money is a major part of the learning experience at Carcross and a major part of the creativity and fun.

G. SUMMARY

What can one say, after so many words?

Academic learning at Carcross can be much more than just memorizing facts, when you can talk over questions late at night over coffee or relate the study of world energy supplies to the heat in our own building; or learn about birds' territoriality out in the woods, or criticize the grammar of our own publications.

Involvement in activities that matter is a big part of the Carcross Community. Involvement is valuable in itself and in allowing people to learn practical skills.

Carcross demands commitment. Opportunities for commitment abound here. Ensuring our financial health through work on Commercial Ventures or in keeping costs down is an especially great challenge.

Carcross teaches people a great deal about making decisions, which range from how to get up on time for class to what to do on leaving the Community. Students are encouraged to question, and to think about goals in life.

The most significant lessons learned at Carcross concern living with other people, and will be of continual benefit in the next 60 years of a student's life. People here learn about listening and explaining and expressing emotions and solving huge problems.

For all this to happen, every new group at Carcross must be faced with real challenge, major decisions, and the opportunity to become deeply involved in creating a new program and in developing a new Community.

Much of our program must remain unorganized until that new group arrives here. We are confident that those new people will struggle and fail and succeed, and in so doing will be immensely enriched.



Date Due

June 79			

29054

Pam: 37: (*430)

CCEC

75-76

AUTHOR

Carcross community program outline

TITLE

for 1975-1976.

DATE LOANED	BORROWER'S NAME	DATE DUE
4B	Irina Singh	June 79
Jan. 7/80	I.L.L. - Sask. Ind. Cultural College	Feb 11

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